



Curriculum Plan Spanish



Year 8	Golden Threads: State the big ideas that will be taught across the year (Threshold concepts) Adjectives need to agree with the subject they describe in gender and number. A regular verb can be conjugated by finding its stem and applying a series of endings depending on the subject.				Enrichment: What is offered through the year to support learning in the classroom? MFL Club European Day of Languages Cultural topics e.g. Bolivia		Review and evaluation: Give date for review of the curriculum Sept 2027
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	Mis mascotas My pets Focus on description of animals and using tener / ser accurately	Knowledge Quiz Week 5 of term 1 Students will need to translate 4 words in Spanish, conjugate a key verb, and complete 4 sentence-level translations	-Key vocabulary for pets and colours -Forming opinions in Spanish using impersonal verbs -Higher-level adjectives for describing pets -the verb 'tener' in the present tense -Verbs in multiple tenses: imperfect tense (era, tenía, se llamaba) conditional tense (me gustaría tener) -Complex opinion phrases (creo que, pienso que) -Cultural unit on the Mexican tradition of 'El día de los muertos.'	-Describe pets in detail using a range of adjectives and details. -Describe both past, present and future pets using a range of tenses -Opinions about pets and animals in general -To be able to describe some traditions and vocabulary associated with 'El Día de los muertos'	- Incorrect adjectival agreement (Las serpientes son peligroso) -Incorrect forms of 'ser' used: (Mis perros es monos.) -Confusion when using verbs in multiple tenses	-Adjectives -Adjectival agreement -Subject -Verb -Imperfect tense -Conditional tense -Connectives -Intensifiers -Frequency phrases -Plural -Singular -Opinion -Justification -Impersonal verbs	This term continues work begun in year 7 on writing a description about another subject in Spanish. The key verbs ser and tener will be retrieved and students' knowledge of these verbs will be extended to include multiple tenses. Students will continue learning how to make their language more complex using a range of structures.
Term 2	¿Cómo eres? ¿Cómo es? What are you like? What is he/she/ it like? Focus on description of self and others	Listening, Reading and writing Assessment Week 4 of Term 2 Students will need to complete a listening about other peoples' pets, complete a reading comprehension	-Comparatives in Spanish (más...que, menos...que, tan... como) -Key vocabulary describing hair types and colour, eye colour and special features -the verbs 'tener' and 'ser' in the present tense	-Write comparative sentences about people and pets - Describe their physical appearance as well as the physical appearance of others - Write comparatives sentences about	-Incorrect word order (Tengo los <u>azules</u> ojos. -Incorrect adjectival agreement (Tengo los ojos <u>azul</u> .) / Mi madre es más <u>simpático</u> que mi padre. -Incorrect use of the verb 'tener.'	-Comparatives -Adjectives -Adjectival agreement -Subject -Verb -Conjugation -Plural -Singular -Opinion -Justification -Impersonal verbs	- Students will focus on using comparatives to make their description of others more interesting. Students have learned how to describe others' personalities in year 7 and they will now learn



Curriculum Plan Spanish



		and write a text about their pets.	-Key vocabulary on describing body type and height	different animals based on body type			how to describe them physically. - Students will retrieve and extend their knowledge of using a comparative by learning how to use tan..como (as...as).
Term 3 & 4	La comida Food	Term 3: Knowledge Quiz Students will need to translate 4 words in Spanish, conjugate a key verb, and complete 4 sentence-level translations Term 4: Summative assessment: Listening, Reading, Translation and Writing task (40 – 50 words)	- Key vocabulary related to different types of cuisine - Key vocabulary to describe breakfast habits - Regular –AR verbs in the present tense -Regular –ER verbs in the present tense	- Write comparative sentences about different types of food - Conjugate regular –AR verbs in the present tense to describe the eating habits of themselves and others at breakfast and for dinner (desayunar and cenar)	- Incorrect adjectival agreement (La comida india es más delicioso que la comida italiana) -Confusion about conjugation: Applying the rules of adjectival agreement to verbs i.e. Mi hermano desayuno tostadas	-Regular verb -Frequency Phrases -Stem -Comparatives -Adjectives -Adjectival agreement -Subject -Verb -Conjugation -Plural -Singular -Opinion -Justification	- Students will continue to grow in confidence when using and applying adjectival agreement. - They will retrieve their knowledge of the conjugation of –AR verbs from year 7 and learn how to apply their knowledge of present tense conjugation of – ER verbs in order to describing their eating habits in more detail.
Term 5 & 6	En el restaurante In the restaurant	Term 5 - Phonics assessment Students will apply their knowledge of phonics to new and unfamiliar words to demonstrate their awareness of	-Key vocab to describe fruits, vegetable and eating habits in general -Regular –ER verbs in the present tense -Using negative expressions in Spanish (nunca, nada, no...ni..ni)	- Describe their eating habits and the habits of others - Improve their knowledge of local cuisine in Spain and Latin America	-Confusion about conjugation: Incorrectly applying the rules of adjectival agreement to verbs i.e. Mi hermano como tostadas - Incorrect translation of negative structures from Spanish to English	Regular verb -Frequency Phrases -Stem -Subject -Verb -Conjugation -Plural -Singular -Modal Verb -Immediate future tense -Prepositions	- Students will continue to build their knowledge of present tense verbs and conjugation to give them more autonomy when speaking about themselves and others in Spanish. - Students will begin to learn the immediate future tense



Curriculum Plan Spanish



	sound-spelling correspondance Students will complete a transcription of a spoken text in Spanish. Students will translate a text on the topic of food and restaurants. Term 6: Summative assessment – Listening, Reading and Writing	-Impersonal verbs to vary opinions (me chifla(n), me repugna(n) -Modal verbs (Quiero) -The verb 'ir' and the Immediate future tense -Modal verbs (Quiero) -The verb 'ir' and the Immediate future tense	- Order food in a restaurant in Spanish - use higher numbers to understand the cost of items on a menu - understand how to stay healthy by eating a balanced diet	as there is not concept of a double negative in Spanish: No como nunca la carne (I don't never eat meat) - Incorrect application of impersonal verbs: Me repugna los tacos - Omission of 'a' in the immediate future tense: Voy <u>tomar</u> paella.	to order food in Spanish and to speak in a new time frame. - Students will grow in confidence using the immediate future tense. They will retrieve knowledge of the conjugation of regular – AR verbs in Spanish
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